DOCUMENT RESUME

ED 176 677 HE 011 806

AUTHOR Eddy, Margot Sanders
TITLE Recycling Academic Calendars. AAHE-ERIC/Higher Education Research Currents, October 1979.
INSTITUTION American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Oct 79
NOTE 5p.
AVAILABLE FROM Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Change Strategies; College Faculty; College Students; Comparative Analysis; Cost Effectiveness; Educational Improvement; Extended School Year; Higher Education; Institutional Characteristics; Program Length; Quarter System; *Scheduling; *School Calendars; School Schedules; *Semester Division; *Trimester Schedules; Year Round Schools
IDENTIFIERS Information Analysis Products

ABSTRACT

The experiences of a variety of postsecondary institutions using different academic calendar options are examined. Several calendar options are described: the traditional semester, the early semester, 4-1-4, the quarter system, the trimester plan, composite plans, and year-round plans. The traditional semester calendar begins in mid-September and has one semester running until late January and another from late January through early June. In the early semester calendar the first semester runs from late August through mid- to late December, and the second semester continues from mid-January to late May. The quarter system is comprised of four 12-week sessions. The trimester system uses a calendar of three 16-week sessions. The 4-1-4 schedule consists of three sessions: 16 weeks, four weeks, and 16 weeks. Year-round institutional calendars are characterized by continuous operation. The various types of institutions that use each of these plans, and advantages and disadvantages of each plan are discussed. It is suggested that the academic calendar has become an important element in faculty affairs and collective bargaining. The need for a thorough analysis of academic calendar use in postsecondary education is emphasized as a key to successful use of scheduling and good academic management. (Author/SF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RECYCLING ACADEMIC CALENDARS

By Margot Sanders Eddy

What are the major academic calendar options?
What kinds of institutions use which options?
What are the advantages and disadvantages of each?

ED176677

In recent years many postsecondary education institutions have been changing or reassessing their academic calendars. They have been doing so for a variety of reasons: for more efficient use of energy and physical facilities, to bring the school year in line with that of other institutions, for better use of student and faculty time, for faculty development programs or study abroad, and to provide scheduling flexibility for new or unusual program forms. The new calendars adopted take a number of shapes, but several have emerged as popular and particularly useful for different institutional purposes. This review describes the range of calendar types in use or under consideration, and examines current trends in the choice and implementation of these alternatives, drawing from the recent experiences of colleges, universities, and other postsecondary institutions. Related academic and fiscal issues will also be discussed.

Academic calendar type has been listed as an institutional characteristic in education directories for many years. However, it is only in the last decade or so that there has occurred the wide variety of common calendar types that now exists. The National Association of College Stores (NACS) lists institutions in six categories: traditional semester, early semester, quarter, trimester, 4-1-4, and "other" (Walz 1979, p. 1). The literature of institutional research reveals another kind, the year-round calendar, and many variations on or composites of NACS' five initial categories.

Calendar Options

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) defines the options in this way (Oleson 1971, p. 1): the *traditional semester* calendar begins in approximately mid-September and has one semester running until late January and another from late January or early February through early June. The *early semester* type generally simply displaces the traditional semesters in the calendar year. The first or fall semester runs from late August through mid- to late December, and the second semester (called either winter or spring) continues from mid-January through mid- to late May. A major reason for the development of this alternative was to eliminate the "lame-duck" period of last classes and final examinations that falls between the winter holidays and the end of the session in January. However, there are other reasons that it is useful, and these will be discussed later.

The *quarter* system is comprised of three twelve-week sessions, varying greatly in dates but corresponding roughly to the academic year defined by the traditional semesters. The *trimester* system refers to a calendar of three sixteen-week sessions ending just before the winter holidays, on about April 15, and on about August 20. The *four-one-four, 4-1-4,* or *interim* calendar is a relatively new addition to the range of calendar options, and it exists in many variations. In general it consists of three sessions: sixteen weeks, four weeks, and sixteen weeks. January is usually set aside for the four-week session and is used for intensive study or special programs or projects. Year-round institutional calendars, not defined by AACRAO in its calendar studies, are characterized by continuous or near-continuous operation of academic programs and institutional facilities. This form is distinguished from more traditional calendars having full summer sessions by minimal use of intersessions and extended holiday periods.

Traditional—A decade ago the most popular of these calendar forms was the traditional semester, used by over a third of the institutions in the NACS list (Walz). Yet in the academic year 1978-79 only 6 percent used traditional semesters, and two-thirds of those are in states with large postsecondary systems, New York and California (Walz, p. 2). In 28 states and the District of Columbia, no institutions used this plan in 1978-79 (Walz, pp. 4-5). The principal reason for the great change in the use of this calendar may be the January lame-duck period discussed earlier, although there are many other reasons for adopting alternatives. However, Bakersfield College in California, one institution that tried the early semester, eventually returned to the traditional calendar because the latter had a significant number of advantages for its own situation. There was conflicting evidence about the effect of the early semester calendar on improvement in the quality of education, but an assessment of the enrollment patterns and the opinions of community leaders, community service people, and the college community showed that support services and enrollment of certain populations (especially recent high school graduates, reentering women, and students requiring summer jobs) were seriously impaired by the August college opening (Scott 1976, pp. 1-5). Another institution, the University of Wisconsin at Oshkosh, retained the traditional semesters but modified them greatly for purposes of curricular and administrative reform. This plan is discussed below, with other composite calendars.

Early semester—The early semester scheme, on the other hand, has gained considerably in favor during the same period. In 1970-71 it was the second most popular option, used by over a quarter of the institutions. By 1978-79 it was used in over half the schools, more than twice the number using any other calendar (Walz, p. 2). Chase (1974, p. 1) describes the several reasons for Indiana University's adoption of this plan in 1972-73: to end the semester before Christmas; to deemphasize final exams and encourage across-the-semester evaluation; to use facilities better by having less low-use time in the calendar; for greater flexibility in summer scheduling; and to help establish a common calendar for the entire university system. (This last reason, that of bringing institutional calendars in line with each other, is occasionally cited for other institutions regardless of the calendar option under consideration. More than just a matter of convenience

Research Currents is prepared by the ERIC Clearinghouse on Higher Education, The George Washington University, Washington, D.C. The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the American Association for Higher Education for critical review and determination of professional competence. This publication has met such standards. Points of view or opinion, however, do not necessarily represent the official view of opinions of either AAHE or the National Institute of Education.

Copies of Research Currents may be ordered for 40¢ each from the Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036. Payment must accompany all orders under $15.

HE011 806

Margot Sanders Eddy is a Research Assistant at the ERIC Clearinghouse on Higher Education.

for the college or system, having similar calendars may eliminate some disadvantage for students looking for employment, simplifying program articulation, or make student or faculty life easier to coordinate with public school schedules.) Reactions to the early semester calendar at Indiana University were mixed. Although students strongly favored the new fall semester schedule it did restrict some summer employment. Faculty preferred the traditional post-Labor Day opening primarily because they felt it allowed more preparation time. Administrators were divided on the issue but were willing to make the new schedule work. Interestingly, students in some programs objected to the deemphasis of final exams.

4-1-4—Discussion of the early semester schedule is most logically followed by that of the 4-1-4 calendar, rather than progressing directly to quarter and trimester, because 4-1-4 calendars and their numerous variations are derived in part from the changeover from traditional to early semesters. Walz (p. 2) finds that use of calendars fitting the 4-1-4 model rose from 8 percent in 1970-71 to a high of 14 percent in 1973-74 and 1974-75, but declined slightly in the following years. As of last year, 233 institutions had tried the 4-1-4 model for a year or more and subsequently changed to another type. The model for this calendar uses a four-week session in January as the framework for special programs for students: independent study, internships, intensive courses, study abroad, field trips, or project completion. It decreases the minimum use of campus facilities in winter that is a drawback of the traditional fall semester, and opens the option for a brief "stopping out" or breather for students.

In many cases the four weeks have been contracted to two or three working weeks, and additional emphasis has been placed on noninstructional (student development and faculty development) goals. The uses and results have been varied. William Rainey Harper College adopted a two-week session and called it Winterim. Among the college's intentions was to attract married and continuing education students; the schedule attracted young single students and traditional-credit students, along with some continuing education enrollment among community members whose employers encouraged or required attendance. However, most students saw the session not as a unique educational experience but as just another semester that borrowed enrollments from other regular sessions (McMannis 1977, p. 3).

In California a small group of community colleges participated in a "flexible calendar" pilot program in 1976-77 and 1977-78, each adapting state guidelines to suit institutional purposes and needs. Harris (1978, p. 1) outlines the program's objectives, which translate roughly into a combination of efficiency, accountability, and better use of time for noninstructional or quasi-instructional purposes. For example, El Camino College provided ten nonteaching faculty development days, two before classes began in August and eight in a block before spring semester began in late January. Cosumnes River College changed from a traditional 18-week semester to two 16-week semesters with a three-week noninstructional intersession devoted to student development (time to meet course requirements, explore new course options, and reinforce learning skills) as well as a formal faculty development program. The results at the two colleges were similar. El Camino found very favorable reaction among faculty and administrators to the intersession devoted to faculty development programs; Cosumnes found that faculty participation in its program was substantial and productive, and the over 500 students participating strongly favored the program and schedule (Harris, pp. 5, 18). At Evergreen Valley College the flexible calendar program was extensively evaluated, improved, and also reused for a second year (Blaha 1977).

Quarter—The quarter calendar is conventional by comparison, and the proportion of institutions using it has remained constant in the last decade, during an otherwise turbulent period of calendar change. This option has instructional and scheduling advantages over semester schedules for some institutions. It allows for somewhat more intensive instruction by scheduling a similar number of courses in more frequent, but shorter, time periods. For example, nine courses may be taught three at a time in a year containing three academic quarters, while the same number of courses is taught four or five at a time during two academic semesters. Each of the three courses taught in a quarter is somewhat more intensive than each of the four or five taught in a full semester. In smaller institutions the quarter system also provides needed flexibility for class and faculty scheduling.

Trimester—Trimester calendar use has also remained relatively constant in recent years. Its use has also been limited to 3 to 4 percent of institutions in the NACS/AACRAO surveys (Walz, p. 2). This calendar approximates and is often termed year-round operation, although it differs from the year-round schedule to be discussed below. Trimesters developed as a means of maximizing the summer session. Stickler (1963, p. iii) explains that the original motivation for developing this kind of calendar was program and enrollment expansion, and the semester calendar made the early changeover relatively easy (p. ii). In a review of literature about this kind of calendar Sheehan (1974, pp. 17-19) points out that the two most obvious reasons for its adoption are the opportunity to improve educational quality (presumably in whatever way each institution sees fit) and the possible economies. However, he also found that the greater productivity effected by an additional full semester is clearly accompanied by less flexibility. A number of other issues arise: rushed pace, student and faculty fatigue, and turnover in students and faculty that reduces institutional continuity. On the other hand, Spanbauer (1976, p. 4) finds that in vocational-technical education the trimester system has a distinct advantage: students prefer to finish a program quickly so that they can find jobs sooner, and this calendar could attract students rather than discourage them.

Composite—San Bernardino Community College, another of the California colleges participating in the "flexible calendar" pilot program, found a compromise between the trimester and 4-1-4 calendars. This "flexible trimester" provides for two fourteen-week sessions separated by a seven-week session (Eberhard 1978). It advantageously combines features of several of the calendar options discussed here: completion of the first session before the winter holidays, a shortened session for special purposes, and a somewhat extended academic year.

Another calendar not fitting neatly into any single category it that used by the University of Minnesota Technical College at Waseca. From its beginning in 1971 the college has operated for four full quarters each year to serve the unique demands of agriculture and agricultural education. This schedule, like the trimester, approximates year-round operation. It has distinct advantages for the population it serves: it allows students and faculty to stop out at appropriate seasons for planting and harvesting; it allows the best use of natural seasons for teaching purposes; and it optimizes the use of facilities and valuable equipment. Like all calendar types, it also has drawbacks. Among them are faculty fatigue, a lack of faculty development time, the difficulty of physical-plant maintenance, and a need for air conditioning in summer, representing additional cost. However, it has been felt that the most difficult problem to deal with has been the misunderstandings arising from the break with a traditional calendar (Frederick 1975, p. 52).

The element of optional or regular student rotation in calendar planning occurs in a number of instances. It is theoretically possible, although not always feasible, for students to withdraw for any full session in most institutions'

schedules. Clarion State College in Pennsylvania institutionalized the idea over ten years ago, so that some students enter in summer and regularly or occasionally stop out in fall (McLain 1975, p. 53). The institutional purpose in such a case is to round out enrollments.

Enrollment rotation may also have instructional purposes. At the University of Wisconsin-Oshkosh (UW-O) and the Culinary Institute of America, a prestigious school of cuisine, specific institutional missions are embodied in the rotating calendar. At UW-O a calendar was developed in the early 1970's as a response to severe budgetary constraints, seriously declining enrollments, and the resultant reduction in force and low institutional morale (Blackburn 1977, p. 2). The institution sought a calendar plan that could be combined with university programs to meet several broad objectives: to express a distinctive institutional character, allow flexibility and responsiveness to curricular change, meet the needs of an emerging population of nontraditional learners (McLean 1976, p. 1), and increase faculty development time and faculty productivity (Adams 1977, p. 72).

The basic plan adopted provisionally in 1975 and still in use today at UW-O retained the traditional semester framework with substantial structural changes. Each semester consists of seventeen weeks divided into three modules of seven, seven, and three weeks, respectively. The summer session consists of two four-week modules. The plan provides extreme flexibility in course planning; a course can take any module or combination of consecutive modules within these traditional sessions, allowing possible course lengths of three, four, seven, eight, ten, fourteen and seventeen weeks. Another objective was to encourage interdisciplinary teaching and enlarge faculty course repertoires by rearranging traditional teaching loads.

Integrated with the "Oshkosh calendar" plan was a faculty development program of unusual dimensions. The role of the calendar in this program was to allow faculty members to redistribute their time, set aside calendar modules not used for instruction, and devote these blocks of time to their own professional projects. A special fund provided competitive incentive grants to faculty with specific research or development proposals (Gueths 1978, pp. 5-8).

The Oshkosh calendar change, like most others, has had mixed results. Among the positive outcomes is a significant increase in activity level and productivity for administrators, faculty, and staff; the results in this area are not as clear for students, however. Faculty creativity and professionalism were also found to be enhanced. Negative outcomes included confusion and misinformation, faculty fatigue, and some disincentive to professional development efforts among faculty members who were not awarded grants. It was also found that policymaking power had accrued to two offices previously seen only as support services. The demand for the services of the registrar and computing center was great, potentially affecting the success of the new calendar (Blackburn, pp. 83-87).

Year-round—True year-round operation and enrollment rotation are most closely approached by the calendar used at the Culinary Institute of America (CIA) in New York (Thomas 1974, pp. i, 1-4). The model for this "continuous progress learning year" is simple. CIA offers 40 intensive courses, each completed in seven full-instructional days; the courses are paired so that each pair is completed in three weeks. A student may enter the program in fall, winter, or spring, and after a transitional or orientation period he enters a schedule "stream" with designated short vacation times that replace traditional vacations. However, the student has the option of changing streams at any time, since he may skip a vacation or stop out briefly and reenter at any of seventeen scheduled entry dates in the year. In addition, "externships" (field experience periods) of fifteen weeks are built into the stream schedules.

A number of advantages for the institution are found in this calendar plan. When operating at maximum capacity, CIA has found it can offer the entire instructional program in just a year. Since students may enter year-round at short time intervals, the plan tends to stabilize enrollments and at the same time accommodate an increasing demand for the program. Substantial preplanning and some restrictions on vacations and acceleration are needed to regulate the student flow, but CIA has found the plan to serve its mission well.

Summary

In reviewing the experiences of a variety of postsecondary institutions using different academic calendar options, several themes emerge. It is clear that in the last decade the academic community has been experimenting seriously with the calendar as an instructional and administrative tool. The calendar has also come into use as an element in faculty affairs. It has a role not only in faculty development programs but also in collective bargaining agreements. In 1977 it was found to be a mandatory subject of bargaining in some states (Academic Collective Bargaining Information Service 1977, p. 2).

It is also clear that for the academic calendar choice to be effective it must be matched carefully with the appropriate institutional situation. According to Armstrong and Sagen's analysis of the options, issues, and results of calendar change (1975, pp. 25-6), change alone has not been shown to enhance or alter the amount of learning. Instead, it causes structural changes that *may* improve the learning environment. Observers generally agree, however, that careful empirical evaluation will be a key to successful use of scheduling as a tool of good academic management (Davidovicz 1972, p. 1; Giddens 1975; Sheehan, p. 17). Institutions must be willing to evaluate and compare calendar options in light of their own missions, populations, and internal needs and resources. Formative and summative evaluations of calendar change must be thorough and objective. Finally, followup studies of schedule types must be performed across institutions, observing and interpreting their use in many situations and for many purposes.

Most important in these evaluations will be the range of factors considered. The primary reasons for the calendar change will determine the primary elements of the evaluation: enrollment trends and cycles, economies in facilities or program management, efficiency in use of faculty time, or measures of academic achievement or creativity. However, secondary factors, often not included in planning and sometimes elusive in observation, must also be an integral part of the assessment plan. Such factors include student, faculty, and staff attitudes toward the change, institutional image, need for extra equipment, confusion and misunderstanding, fatigue, and long-term as well as short-term changes in productivity. Until more thorough analysis is done of academic calendar use in postsecondary education the literature will remain inconclusive and the value of scheduling in academic management will not be fully realized.

Bibliography

Academic Collective Bargaining Information Service. *Scope of Public Sector Bargaining in 14 Selected States*. Washington, D.C.: Academic Collective Bargaining Information Service, 1977. ED 132 956. MF-$0.98; PC-$2.96.

Adams, W. Sam and Hoyt, Timothy H. *Reallocation of Time and Resources: The New Oshkosh Calendar Plan*. Oshkosh, Wisconsin: University of Wisconsin-Oshkosh, 1976. ED 127 871. MF-$0.98; PC-$2.96.

Armstrong, Jack L. and Sagen H. Bradley. "Changes in Calendar and Concept: Small Changes/Large Consequences," in Louis C. Vaccaro, ed., *Reshaping American Higher Education*. Irving, Texas: University of Dallas Applied Management Institute, 1975. ED 131 763. MF-$0.98; PC-$12.58.

Bailey, Robert L. *Statewide Uniformity from the Capitol*. 1974. ED 090 863. MF-$0.98; PC-$4.46.

Bevan, John M. "Reflections and Projections: 4-1-4." *Liberal Education* 59 (October 1973): 336-348.

Blackburn, Robert T. et al. *Evaluation Report: UW-O FIPSE Project*. 1977. ED 150 903. MF-$0.98; PC-$14.08.

Blaha, Marjorie K. *Flexible Calendar Pilot Project Report, 1976-1977*. San Jose, Calif.: Evergreen Valley College, 1977. ED 164 030. MF-$0.98; PC-$4.46.

Cannell, R.L. *Continuing Education in Canadian Universities*. 1974. ED 114 669. MF-$0.98; PC-$5.96.

Centra, John A. "Faculty and Student View of the Interim Term." *Research in Higher Education* 2 (1974): 231-238.

Chase, Clinton I. et al. *The University Calendar: Attitudes of Students, Faculty, and Administrators*. Bloomington: Indiana University Bureau of Educational Studies and Testing, 1974. ED 098 865. MF-$0.98; PC-$4.46.

College of the Redwoods. *Calendar Study Committee Final Report*. Eureka, Calif.: College of the Redwoods. ED 134 259. MF-$0.98; Paper copy not available from EDRS.

Coughlin, Ellen K. "The Changing Academic Calendars." *The Chronicle of Higher Education*, January 16, 1978, p. 13.

Davidovicz, H.M. *Abstracts and Reviews of Research in Higher Education. College and University Calendars—A Second Review*. Hempstead, N.Y.: Hofstra University Center for the Study of Higher Education, 1972. ED 072 723. MF-$0.98; PC-$2.96.

Eberhard, Michael R. *A Proposal for a Flexible Trimester Calendar*. San Bernardino, Calif.: San Bernardino Community College District, 1978. ED 154 846. MF-$0.98; PC-$7.77.

Frederick, Edward C. [Year-Round Education at the University of Minnesota Technical College at Waseca] in National Council on Year-Round Education, *Year-Round Education: Dream and Reality*. Denver: Colorado State Department of Education, 1975. ED 113 816. MF-$0.98; PC-$9.27.

Giddens, Thomas R. and Kenny, John W. "Research Models for the Evaluation of Interim Programs." *Research in Higher Education* 3 (December 1975): 393-400.

Glucksman, Marc. *Flexible Calendar and Staff Development, 1977-1978*. Torrance, Calif.: El Camino College, 1978. ED 156 227. MF-$0.98; PC-$4.46.

Gueths, James. *Faculty Development at UW-Oshkosh*. Oshkosh: University of Wisconsin, 1978. ED 153 581. MF-$0.98; PC-$4.46.

Hammons, James O. "A Calendar for All Seasons." *College Management* 8 (March 1973): 32-33.

Harris, Howard L. *Intersession '78: A Report for the Flexible Calendar Project*. Sacramento, Calif.: Cosumnes River College, 1978. ED 154 862. MF-$0.98; PC-$4.46.

Lightfield, E. Timothy. *An Evaluative Study of the Effects of Adoption of the 4-1-4 Calendar-Curriculum Format*. St. Petersburg, Florida: Eckerd College, 1972. ED 068 039. MF-$0.98; PC-$14.08.

Lightfield, Timothy E. "The Interim Term and the Public College." *Educational Record* 55 (Summer 1974): 204-207.

Martin, Edwin P. "Innovative Programs and Curricula." *New Directions for Higher Education* 3 (Winter 1975): 23-32.

McLain, John D. [Year-Round Education] in National Council on Year-Round Education, *Year-Round Education: Dream and Reality*. Denver: Colorado State Department of Education, 1975. ED 113 816. MF-$0.98; PC-$9.27.

McLean, Sandi, ed. *The Oshkosh Calendar Plan: Resolving the Steady State Dilemma*. Washington, D.C.: American Association of State Colleges and Universities, 1976. ED 125 406. MF-$0.98; PC-$2.96.

McMannis, M. Scott and Lucas, John A. *Evaluation of 1977 Winterim*. Palatine, Ill.: William Rainey Harper College, 1977. ED 145 877. MF-$0.98; PC-$2.96.

Moore, Michael A. "Improving Summer Enrollments." *Planning for Higher Education* 5 (August 1976): 5.

National Association of College Stores. *List of School Openings and Other Dates*. Oberlin, Ohio: National Association of College Stores, annual.

Oleson, Loyd C. *A Report on Academic Calendars*. Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers, 1971. ED 060 809. MF-$0.98; PC-$4.46.

Parsons, Gary L. *Changing the School Calendar: Impact on Vocational Education in the Technology Division*. Practicum report, 1974. ED 094 808. MF-$0.98; PC-$4.46.

Schoenfeld, Clarence H. "Merchandising the Summer Term." *College Management* 8 (February 1973): 36-37.

Scott, David C. et al. *Calendar Evaluation: Recommendations to Return to Traditional Calendar for 1977-78 Academic Year*. Bakersfield, Calif.: Bakersfield College, 1976. ED 134 282. MF-$0.98; PC-$2.96.

Sheehan, Bernard S. and Bradley, A. Paul. "Year-Round Operation: Mixed Blessing." *Planning for Higher Education* 3 (February 1974): 17-22.

Smith, Florence A. *A Study of Possible Calendar Variations for the San Diego Community College District*. San Diego, Calif.: San Diego Community College District, 1975. ED 124 254. MF-$0.98; PC-$4.46.

Spanbauer, S.J. *Implementing a Flexible Year-Round Program*. Appleton, Wisc.: Fox Valley Technical Institute, 1976. ED 137 546. MF-$0.98; PC-$4.46.

Stickler, W. Hugh and Carothers, Milton W. *The Year-Round Calendar in Operation*. Atlanta, Ga.: Southern Regional Education Board, 1963. ED 149 659. MF-$0.98; PC-$6.27.

Thomas, George I. *A "Continuous Progress Learning Year" Program at the Culinary Institute of America Combining Term Rotation with Student Acceleration*. Albany: New York State Department of Education, 1974. ED 103 693. MF-$0.98; PC-$2.96.

University of Wisconsin-Oshkosh. *1977-78 Calendar*. Oshkosh: University of Wisconsin, 1977.

Walz, Orville C. *Academic Calendar Changes Effective 1978-79*. Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers, 1979.

To order documents in the bibliography by an ED number, write to ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Va. 22210. Documents with HE numbers are presently being processed by EDRS and will be assigned ED numbers upon publication in Resources in Education (RIE). In ordering, ED numbers must be specified. MF indicates microfiche and HC denotes hard copy; payment must accompany orders of less than $10.00; and all orders must be in writing.